California Department of
Corrections and Rehabilitation

Supervisory Training Program

Effective Communication

Facilitator's Guide

Revised 2/12/2007

Table of Contents

Supplies Needed	You need the following to conduct this class:
	➢ For each student:
	• One Participant Guide
	• Two copies of the pre/post test
	• One name tent
	• One evaluation form
	➢ Computer with PowerPoint® installed
	➢ This course's PowerPoint® slide presentation on a CD or flash drive
	➢ Data projector and screen
	➢ At least one flipchart and markers for the instructor
	➢ Two or three flip chart markers of different colors for each table group
	➢ Masking tape or cork strips and tacks for mounting flip chart sheets
	➢ A copy of Introduction to Type® in Organizations for your own reference
Pre-class Preparation	Do the following before participants arrive for class:
	➢ Test the LCD Projector and computer equipment to be used during class.
	➢ Prepare needed flip charts (review the facilitator guide for needed charts including an agenda for the class).
	➢ Ensure that class materials are ready to distribute.
	➢ Be prepared to greet participants as they arrive.
	➢ Project the PowerPoint® title slide.
Welcome and introductions *Presentation, Discussion* **10 minutes**	✹ **Slide (Title Slide)** 🗒 **Flip Chart** ➢ Before you begin this module, have each participant introduce him/herself. Ask each person to state any expectations or special interests they have for the course. Write expectations on the flip chart.

Objectives

Presentation

5 minutes

    📖 **Participant Guide p. 1**

    ☼ **Slide 1 (Course Objectives)**

> ➢ Review the Purpose and Objectives for Effective Communication, elaborating briefly to give an overview of the delivery methodology that will be used throughout the class.

Pre-test

Individual Exercise

10 minutes

> ➢ Distribute and discuss the pre-test with the class. Inform them that they will be taking the same test at the end of the class. Its intent is to measure how much they learned during the course. Allow ten minutes to complete the test.

Topical Threads

Discussion

10 minutes

    📖 **Participant Guide pp. 2-3**

    ! **Threads: All**

> ➢ Acknowledge that the group learned about the topical threads in the previous course. Conduct a five-minute discussion on how each thread relates to effective communication.

Definitions

Presentation, Discussion

5 minutes

    📖 **Participant Guide p. 4**

    ☼ **Slide 2 (What Do We Mean by Communication?)**

> ➢ Say something similar to: "Now that we have a sense of where we're going and what we're trying to accomplish, let's start by clarifying what we mean by "communication" for today's class. (What do we mean…).
>
> ➢ Say: *"First, because the word "communication" can mean different things to different people in different environments, let's clarify what we mean by it in today's session."*
>
> ➢ Review the first definition of Communication on the slide.
>
> ➢ Then say, *"Today we are striving for Effective Communication.",* read the definition of effective communication.

Routes of Communication

Discussion
3 minutes

Ask for examples of each of the communication routes that take place at CDCR:

➢ **Down:** Communication that travels downwards from upper management

➢ **Up:** Communication traveling upwards from the lower part of the organization.

➢ **Lateral:** Communication that occurs between colleagues of similar ranking/position.

➢ **Diagonal:** Communication that occurs between staff in different parts of the organization.

➢ **Multiple:** Communication occurring at various levels, through various modes throughout the organization.

! Thread: Matrix Communication

Conduct a discussion on the two questions printed at the bottom of page 4.

Formal and Informal Communication

Discussion
3 minutes

📖 **Participant Guide p. 5**

➢ Discuss with participants how formal and informal channels of communication generally work. Have participants provide examples of how those channels of communication work at CDCR.

Matrix Communication Exercise

Group Exercise
10 minutes

📖 **Participant Guide p. 6** Review the scenario with the participants. Break them into groups of three, and identify how they would communicate with different personnel, than they are normally accustomed to interacting with, in order to accomplish set tasks.

➢ Have them share results with the class. Be sure to discuss each group's assessment, and ask the group to help you identify whether or not they did use matrix communication in their response.

Communication Fundamentals Quiz

Individual Exercise

15 minutes

📖 **Participant Guide p. 7**

✧ **Slide 3 (Communication Fundamentals)**

➤ Tell the participants that they will have an opportunity to demonstrate their knowledge of some basic facts about communication.

➤ Direct them to page 7 of the Participant Guide (Communication Fundamentals).

➤ Allow them to work in groups to complete the exercise. Allow no more than 10 minutes.

✧ **Slides 4-9 (Fundamentals Quiz Answers)**

➤ Ask participants for their answers before displaying each of the next six slides. The slides give the answers to the trivia questions as well as other supplemental information

➤ Add any supportive information that you feel would be useful as you present each answer slide.

Communication Realities

Presentation

2 minutes

✧ **Slide 10 (Communication Realities)**

Review the concepts asking for comments or questions

Communication Model

Presentation, Discussion

5 minutes

✧ **Slide 11 (Communication Model)**

➤ Introduce the model reviewing each component.

➤ Say something similar to the following: "We've all seen a diagram similar to this...whether or not you insert telephone hand-set, cell phone, computer terminal, microphone, etc....the basic concept's the same. Between the thought and the encoding of the message there are barriers, between the sender and the receiver there are barriers, and between the reception (hearing, seeing or reading) and the decoding, there are barriers. Isn't it a wonder that we ever really clearly communicate?"

📋 **Flip Chart**

➤ Ask participants to list some of the barriers that get in the way at each step of the model, capture them on a flip chart.

Verbal and Non-verbal Communication

Presentation
5 minutes

📖 **Participant Guide p. 8**

➢ Tell participants that another component of communication is the distinction between verbal and non-verbal communication. Depending on which style is used, It is important to use each style appropriately. A manager who has a prearranged meeting with a staff member to discuss career goals, but spends the entire meeting checking e-mail or taking calls is sending mixed communication signals.

➢ Discuss the types of verbal communication and non-verbal communication

✧ **Slide 12 (Characteristics of Non-verbal Communication)**

➢ Discuss the six characteristics displayed on slide 11. Briefly explain the implications of each characteristic, and the message(s) it conveys. You might say, "Facial expression gives clues about the receiver's true intentions. Are they genuinely interested in the conversation, or are they distracted and waiting for the conversation to end?"

! **Thread: Coaching**

Conduct a brief discussion on the question printed at the bottom of the page.

Non-verbal Cue Exercise

Group Exercise
20 minutes

📖 **Participant Guide p. 9**

✧ **Slide 13 (Exercise: Identifying Non-verbal Cues)**

➢ Ask the group to follow the directions in their Participant Guide and on the slide to complete the exercise

📝 **Flip Chart**

➢ After all the groups have been able to identify a few non-verbal cues, ask each table to give a couple of examples. Write them on the flip chart and focus on their multiple meanings.

➢ As why it's important to be very careful when interpreting non-verbal cues.

➢ Ask if anyone's ever gotten into trouble for misinterpreting a non-verbal cue.

Characteristics of Intercultural Communication

Presentation

3 minutes

☼ **Slide 14 (Components of Successful Intercultural Communication)**

➢ Introduce the model reviewing each component. Discuss how all the parts are interrelated and contribute to successful intercultural communication.

➢ For example, explain that having cultural awareness facilitates cultural communication. Recognize the differences that exist amongst various cultures.

➢ Cultural flexibility refers to one's ability to overcome ethnocentricity. Ethnocentricity can be defined as preference for one ethnic group over another.

➢ Understanding cultural language barriers unique to different cultural groups increases your communication skills. For example, some Asian cultures don't have certain sounds in their alphabet such as "th", and may have difficulty saying words that contain this sound.

➢ Be aware of cultural techniques that may impact an employees' performance, such as their written and oral skills. Translation of otherwise "common" expressions can be misinterpreted.

Intercultural Communication

Presentation, Discussion

5 minutes

📖 **Participant Guide p. 10**

➢ Discuss with participants the importance of effective cultural communication in organizations today, including CDCR. Transition to the page on ethnic composition.

❗ **Thread: Community**

Conduct a brief discussion relating cultural awareness to support of the greater CDCR community.

Intercultural Communication (cont'd)	📖 **Participant Guide p. 11**
	☼ **Slide 15 (US Ethnic Composition by 2010)**
	➢ Do a quick review of the figures on ethnic composition in the U.S. Ask participants what impact these figures may have on the workforce, and consequently on supervisor's ability to communicate with a diverse work force.
	➢ Discuss with participants if there are any communication gaps at CDCR based on ethnic diversity.
	➢ Review the definitions on Race, Ethnicity and Culture with the class. Ask if there are any questions before moving to the next topic.
	📖 **Participant Guide p. 12**
	➢ Review "Tools to communicate effectively with different cultures." Take time to elaborate on each point, and explain the relevance

Cultural Awareness at CDCR	📖 **Participant Guide p. 13**
Group Exercise	🗒 **Flip Chart**
20 minutes	➢ Ask the group to brainstorm a list of all the different cultures that are represented at CDCR. Record the list on the flip chart.
	➢ Have the group do the exercise on page 14.
	➢ In the large group, ask each table to share one or two cultural observations.

Gender Communication	📖 **Participant Guide pp. 14-15**
Presentation	➢ Review the terms for gender communication.
5 minutes	☼ **Slide 16 (Eliminating Gender Bias)**
	➢ Go over the acceptable/unacceptable terms chart. Generate a discussion with the class why these terms may or may not be important to effective gender communication.

MBTI® Type Review

Presentation
5 minutes

✡ **Slide 17 (MBTI® Preferences)**

✡ **Slide 18 (Type Review)**

➢ Review the concepts on the slides, asking if there are any questions. Answer the questions.

Function Pairs

Presentation
5 minutes

✡ **Slide 19 (The Function Pairs)**

➢ Do a quick introduction of the slide saying something similar to: "This grouping combines the "function" preference Types (S, N, T, F). Jung called these preferences "functions" because they are ways in which our minds *function* to take in information (S, N) and make decisions about that information (T, F)."

➢ One of the letters in each Function Pair (ST, SF, NT, NF). will be stronger…that indicates your dominant communication style which is backed up by the other letter in the function pair.

➢ Have them identify from their MBTI results which Function Pair preference they fall into.

Implications of Type on Communication
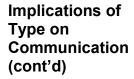
Group Exercise

40 minutes

📖 **Participant Guide p. 17**

☼ **Slide 20 (Function Pair Communication Exercise)**

🗒 **Flip Chart Pages (one per group)**

Set up the following activity:

➢ Group participants in Function Pair-alike groups and ask each group to title a flip chart page with their Function Pair Type (ST, SF, NT, or NF), and then to divide the flip chart sheet into four quadrants, using the image on Slide 20 as a guide:

- In the upper left quadrant, instruct them to write in small letters, *Contributions to Effective Supervision.* In this section they will list at least three contributions their function-Type makes to effective supervision.

- In the upper right quadrant, have them write in small letters, *Communication Implications for us as Supervisors*. In this area they will list what implications each of the contributions identified in the upper left quadrant has for them, their staff, their organization, etc.

- In the lower left have them write in small letters, *Pitfalls to Effective Supervision*. In this area they will list at least three challenges their Type may face in supervising a group.

- In the lower right have them write in small letters, *Communication Implications for us as Supervisors*. In this area they will list what implications each of the pitfalls identified in the lower left quadrant has for them, their staff, their organization, etc.

➢ Instruct them to give examples in each of the four areas keeping in mind that they should try to isolate only those contributions and pitfalls that are a direct reflection of the characteristics of their Function Pair Type. Refer them to the Function Pair material in their *An Introduction to Type® in Organizations* booklet for additional information on Function Pairs. Tell them they will be sharing this information with the rest of the class. Allow 15 minutes.

Implications of Type on Communication (cont'd)	➢ Refer participants to page 17 their Participant Guide and suggest that they capture the findings of each group in the applicable quadrant on this page as each group gives their presentation.
	• Have each group report their findings to the class. Limit the presentations to no more than 5 minutes each.
Review of Communication Differences *Discussion* **2 minutes**	✧ **Slide 21** *(Anthony Robbins quote)* ➢ Ask the group to list factors that impact the way we see the world, the way we communicate, and the way we interpret others' words and actions (including culture, gender, Type, etc.)
Effective Listening *Presentation* **1 minute**	📖 **Participant Guide p. 18** ✧ **Slide 22 (Listening)** ➢ Begin by reviewing the information presented on the slide. Lead into the information on Participant Guide page 18 by saying that effective listening is a learned skill that involves various identifiable (and learnable) behaviors.

Individual Assessment and Partnering Exercise for Skill Development

Individual Exercise

30 minutes

  📖 **Participant Guide pp. 19-20 (Listening Skills Assessment)**

  ☼ **Slide 23 (Listening Skills Assessment)**

➢ Introduce this exercise as an opportunity for participants to develop the Self-Awareness competency of Emotional Intelligence and to adapt some strategies to build their Self-Management competency. Use of these listening skills will also enhance their Social Awareness and Relationship building EI competencies.

➢ Ask them to first read through the list of effective listening skills on page 19. Ask if there are any questions about the skills listed. Explain those that you think might not be clear to the participants, even if they don't ask about them.

➢ Instruct them to go back through the list and to self-assess their skill level by placing a check in the applicable box to the right of each skill item. Tell them that they will be sharing their assessments with a partner of their choice when directed to move to the next portion of this exercise. Allow 8-10 minutes for the self-assessment.

➢ Ask participants to partner up to share their self-assessments and to brainstorm some ways in which they can develop the skills that they have identified as *difficult* and/or *needs improvement*. Allow 15 minutes.

➢ Ask for one or two examples of ideas for skill improvements. Briefly share any ideas on skills improvements that you have with the group.

  ! **Thread: Five Practices**

Conduct a brief discussion to relate effective listening to the Five Practices of Exemplary Management.

  ☼ **Slide 24** *(Phil Rich quote)*

➢ Say that now we'll look at feedback, a learned activity that's closely associated with listening.

Skill of Questioning

Presentation, Discussion

10 mins

📖 **Participant Guide p. 21**

☼ **Slide 25 (The Skill of Questioning)**

➢ Before you can give appropriate feedback, you must be clear on what the other person is saying, something that often requires the ability to ask the right questions.

➢ Go over the categories of questions on page 21 of the Participant Guide. Explain the purpose for each type of questioning.

➢ Allow time for participants to thoroughly review the list and discuss the implications. Ask participants if one or more questioning types is used more than others in their unit of CDCR.

❗ **Thread: Matrix Communication**

Lead a brief discussion on the question printed at the bottom of page 21.

Listening Exercise

Group Activity
30 mins

📖 **Participant Guide pp. 22-23**

☼ **Slide 26 (Listening and Checking Perception)**

➢ Let participants know this activity helps to keep perceptions in check. Explain the steps clearly before the exercise begins. Clarify any questions. Make sure everyone understands the concept of "perception checking."

➢ Form groups of three participants. Each participant within each group is designated as A, B, or C.

➢ Role player A is the Talker, B is the Listener, and C is Observer.

➢ Inform participants that each person will have an opportunity to role play as the Talker, Listener and Observer.

➢ The Talker speaks for about 4 or 5 sentences on any topic. The listener repeats back what was said by the talker, and the observer makes notes about the listener's skills and provides feedback.

➢ At the end of the activity, have participants compare the information collected by the different players.

Giving Positive Feedback

Presentation, Discussion

5 minutes

📖 **Participant Guide p. 24**

➢ Refer participants to page 25 (Giving Positive Feedback, Considering Type). Tell participants that this page contains ideas about giving positive feedback specifically with MBTI® Type in mind.

❗ Thread: Coaching

Lead a brief discussion on the relationship between giving appropriate positive feedback and coaching.

📖 **Participant Guide p. 25**

✧ **Slide 27 (Giving Positive Feedback)**

➢ Introduce each bullet shown on the slide, elaborating briefly on each and presenting an example of giving positive feedback using this model.

➢ Pose the question to participants, "Why would people be hesitant to give positive feedback?" Discuss reasons and why it is so important to give meaningful positive feedback.

Receiving Positive Feedback

Presentation, Discussion

5 minutes

✧ **Slide 28 (Receiving Positive Feedback)**

➢ Discuss each bullet shown on the slide, elaborating briefly on why it is usually best to limit our response to "Thank you" (…when we try to justify a compliment, it may come across as dismissive of the compliment and the individual giving the compliment).

Positive Feedback Exercise

Individual and Pair Exercise

20 minutes

➢ Pair up individuals.

➢ Instruct participants to individually fill in the applicable space on page 25 by writing down one or two positive contributions that they have observed about their partner, either during the class or outside of the class if they know their partner outside of class. (Although they may only have met their partner during the class, they should still be able to find some things to give positive feedback about. For example; how they have asked for clarification, answered a question, been on time, helped out with a particular exercise, etc.)

➢ Tell them to choose one of the contributions and formulate positive feedback related to this contribution using the six step model shown page 25.

➢ The next step is for them to deliver their positive feedback to their partner.

➢ Receivers of the feedback should try to observe the suggestions given on receiving positive feedback.

➢ Have participants debrief with their partner (or observer, if available) on how well they remembered the six steps of the model and how well they received the positive feedback.

Giving Corrective Feedback

Presentation and Discussion

10 minutes

✡ **Slide 29** *(Frank Clark quote)*

➢ For most people, giving corrective feedback is more difficult than giving positive feedback. If done appropriately, it can enhance trust and the employee's confidence and performance. If done inappropriately, it can do just the opposite.

📖 **Participant Guide p. 26**

➢ Refer the group to the Type considerations on this page.

📖 **Participant Guide p. 27**

✡ **Slide 30 (Giving Corrective Feedback)**

➢ Before reviewing the slide material, remind participants that this model is used to give general corrective feedback. It is not meant as a specific step in progressive discipline discussion.

➢ Introduce each bullet shown on the slide, elaborating briefly on each and demonstrate an example of giving corrective feedback using this model.

➢ Ask for comments and observations.

Receiving Corrective Feedback

Presentation and Discussion

5 minutes

✡ **Slide 31 (Receiving Corrective Feedback)**

➢ Discuss each bullet shown on the slide, elaborating briefly on each. Make the point that it is important not to get defensive and/or dismiss feedback, while at the same time not taking it as absolute truth but as a matter for further investigation.

Corrective Feedback Exercise

Pair Exercise

30 minutes

📖 **Participant Guide p. 28**

☼ **Slide 32 (Practice in Giving Corrective Feedback)**

➢ Instruct participants to think of a situation in which they need to give (or should have given) some corrective feedback.

➢ In the space provided on page 28, tell them to write some notes for giving the feedback using the steps above.

➢ When they are finished have them pair up with the partner they had in the previous exercise and practice delivering the corrective feedback message as if their partner were the individual to whom the feedback is directed.

➢ Receivers of the feedback should try to observe the suggestions given on receiving corrective feedback.

➢ Have individuals debrief with their partner (or observer, if available) on how well they demonstrated the seven steps of the model and how well they received the feedback.

➢ Ask if any pair is willing to demonstrate their feedback for the whole group.

➢ Debrief the whole group by asking for observations about how the model worked for them in this exercise.

Corrective Feedback Summary

Presentation

5 minutes

☼ **Slide 33 (When Providing Corrective Feedback…)**

➢ Point out that the critical thing to remember in delivering corrective feedback is to focus on the problem and not the person (give an example). It is also important to be very clear about one's motive for delivering the feedback. Is it to improve performance or is it personally motivated?

Written Communication

Presentation
5 minutes

📖 **Participant Guide p. 29**

☼ **Slide 34 (Written Communication)**

➢ Ask the students what kinds of challenges they've had at CDCR in the area of written communication.
➢ Present the information presented on page 29.

❗ **Thread: Vision, Mission, Values, Goals**

Lead a brief discussion on the question printed at the bottom of page 29.

Writing Your Leadership Credo

Individual and Group Exercise, Discussion
20 minutes

📖 **Participant Guide p. 30**

☼ **Slide 35 (Writing Your Leadership Credo)**

➢ Ask the group to follow the directions on page 30 to do the exercise.
➢ Debrief afterward by asking who found the exercise difficult to do and who found it easy. Why?
➢ Ask how many really intend to share this with their staff. If not, why not?

E-mail Communication

Presentation

📖 **Participant Guide pp. 31-32**

☼ **Slide 36 (E-mail Do's and Don'ts)**

➢ Ask how many in the group use e-mail regularly at work. (There may be relatively few.)
➢ Ask them to read over the guidelines listed on page 31.

Knowledge Round-up

Summary Activity
15 minutes

Ask if there are any final questions on the contents of the class. Introduce the following summary review exercise.

📖 **Participant Guide p 33**

Note: At some time before this exercise, title separate sheets of flip chart paper with one of the following five headings (one sheet for each title):

1. What do you remember from this module – events, scenes or conversations feedback?
2. What words are still ringing in your ears?
3. Was there a high point? When? What?
4. Was there a low point? When? What?
5. What is a key insight from the day?

➢ Give one sheet to each of five groups and tell them they have 2 minutes to write down everything they can in answer to the question (…key learnings from today's class on this subject).

➢ After two minutes, shift the paper to another group and ask them to do the same thing.

➢ Ask participants what four things they will do after this class to improve their communication.

➢ Post the sheets while you wrap up the class.

Posttest

Individual Exercise
5 minutes

➢ Hand out the posttest and ask the participants to answer the questions to the best of their ability. Make sure that they do NOT write their names on the sheets.

Closing and Evaluations

➢ Thank participants for their involvement in the class, encourage them to continue to develop their learning in the areas covered in today's module. Remind them that their next module will be Managing Conflict.

➢ Distribute course evaluations and give directions for completing them.